

SOLO Writing Coach and Writing Next¹

The Eleven Elements of Effective Adolescent Writing Instruction

Key Elements of Effective Adolescent Writing	Correlation to the SOLO Writing Coach
Writing Strategies	Applies evidence-based SRSI (SRSD) instructional strategy to teach Summarization, PLANS and PLEASE writing strategies.
Summarization	Systematically and explicitly teaches writers to summarize text.
Collaborative Writing	Uses a variety of instructional arrangements—learning pairs, small groups, whole-class activities and needs-based pairing or small grouping opportunities for extended instruction and/or practice—that promote learner collaboration over the course of the writing process (plan, draft, revise & edit).
Specific Product Goals	ALL lessons provide explicit, reachable goals for learners' writing. Goal setting explicitly taught via PLANS —an evidence-based goal setting strategy.
Word Processing*	SOLO locked text, reading, organizing, word-selection, drafting, revising and editing tools offer standard word processing along with ADDITIONAL writing supports (speech support, note-taking/organization tools, dictionary, homonym checker, Mark for Deletion, Write More, Bibliographer, Co:Writer word prediction, etc.) to scaffold effective writing.
Sentence Combining	N/A
Prewriting	Lesson sets include explicit steps designed to help writers generate and organize their ideas and plan their work prior to writing.
Inquiry Activities	Writers analyze data, develop ideas and complete a specific writing task: <ul style="list-style-type: none"> • Compare and Contrast (PLEASE) • Summarization (Summary Writing)
Process Writing Approach	Lesson sets incorporate elements of process writing that model & facilitate: <ul style="list-style-type: none"> • Cycles of planning, drafting and reviewing • Individual ownership of writing projects • Learner interaction and collaboration • Supportive writing environments • Self-reflection and self-evaluation (metacognition) • Individual support and/or assistance • Brief instructional lessons • Additional extended systematic instruction as needed
Study of Models	Learners read, analyze and emulate models of good writing across multiple genres using Start-to-Finish® Library (Summary Writing) and Core Content (PLANS and PLEASE) considerate text (scaffolds struggling writers).
Writing for Content Learning	Content-area texts used in lesson sets models use of writing as a tool for learning content material (PLANS and PLEASE).

*Word Processing ALONE has a moderate positive effect for students in general (.51) and an even-greater positive effect for struggling writers (.70). (Graham & Perin, 2007 13-17)

¹ Graham, S. & Perin, D. (2007). *Writing next: Effective strategies to improve writing of adolescents in middle and high schools*—A report to Carnegie Corporation of New York. Washington, DC: Alliance for Excellent Education.